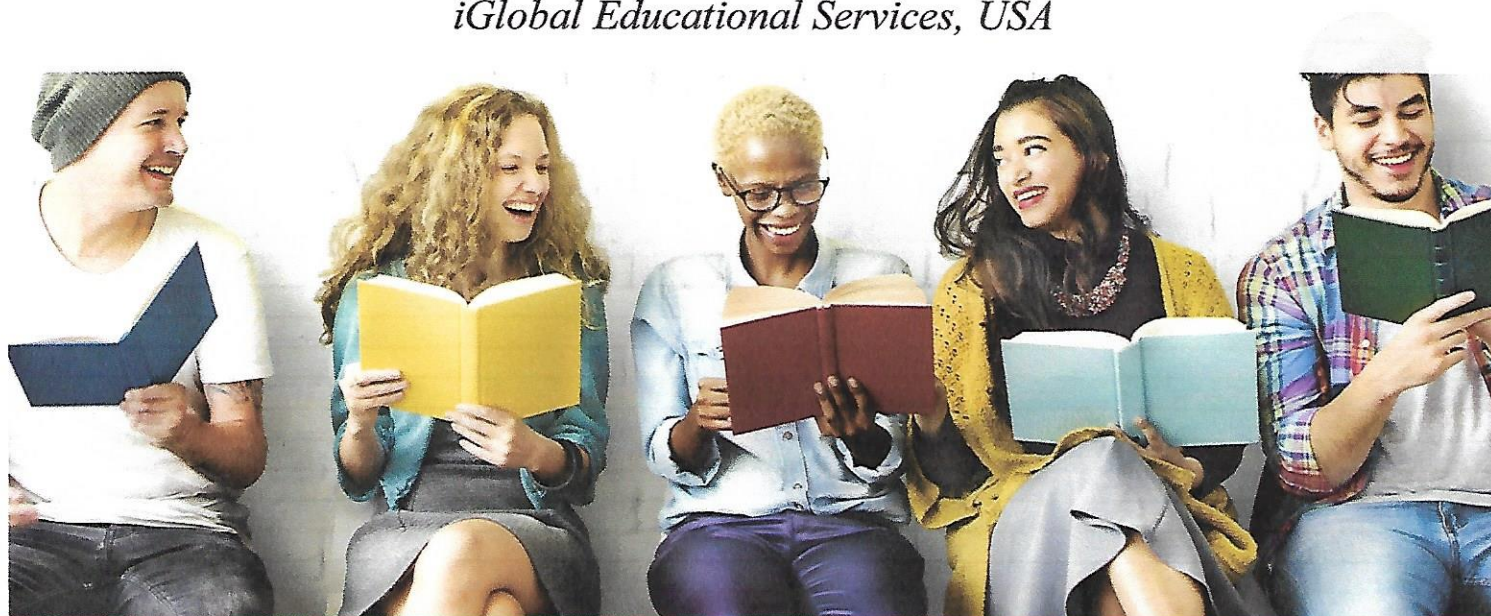


COACHING TUTORS: An Instrumental Case Study on Testing an Integrated Framework for Tutoring Sessions

Dr Alicia L. Holland, *iGlobal Educational Services*;
Chris Grant, *iGlobal Educational Services*; and
Reshma Donthamsetty, *The University of Illinois at Chicago*
iGlobal Educational Services, USA



Abstract

The objective for the current qualitative case study was to examine participants' perceptions on the tutor coaching and session review frameworks. The location of the study was at the tutor coaches' place of business. At the beginning of the study, tutor coaches were trained on how to implement the tutoring coaching framework with their tutors, while tutors were trained on how to use the session review framework to ensure that they were conducting effective tutoring sessions in separate 90-minute online training sessions. Tutors who elected to participate in the study kept a weekly reflection journal regarding their tutoring and tutor-coaching experiences. After the six weeks, tutor coaches participated in 30-minute open-ended phone interviews related to the tutor-coaching framework. All interviews were recorded and transcribed. Tutors completed an online questionnaire about the methods and strategies used to conduct effective tutoring sessions. Themes extracted were related to tutor coaching, session reviews, effective tutoring sessions, and general tutoring from the data: interview transcripts, online surveys, monitoring notes, and weekly journals. There were 13 emerging themes, eight categories, and nine sub-categories that were coded and analyzed. Evidence from each them included a narrative revealing what the participants experienced with these frameworks in the study. The findings revealed that effective tutoring sessions required lesson preparation and the session review framework provided an avenue of viewing and keeping track on what to look for in tutoring sessions. Another finding was that the tutoring coaching framework influenced coaching with tutors.

Keywords

coaching tutors, observing tutors, tutoring, tutoring frameworks, session reviews, supplemental education services, tutor training, tutoring sessions

Introduction

Coaching is a relatively new process in professional development; however, coaching has deep theoretical roots that have been around for over a century and are observed in the works of Alfred Adler and Carl Jung (McDowell, 2014). Coaching and mentoring are necessary to ensure that professionals learn and grow with support. Coaching provides collaborative, less intimidating approach to improving performance than other development options. The Kansas Coaching Project and Instructional Coaching Group Researchers have studied instructional coaching since 1996, focusing

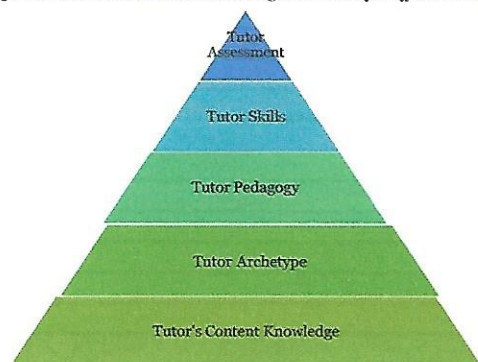
the past five years on the steps coaches move through to help teachers set and hit goals (Knight et al, 2015). The general problem is that there is not any research being conducted in the tutoring industry focusing on tutoring coaching and mentoring for tutors resulting in the gap in the literature. Instructional coaching is incongruent to what occurs in an effective tutoring session and there are not any existing studies to support tutoring coaching and helping tutors conduct effective tutoring sessions.

Literature Review

A synthesis of the literature review by Gentry et al (2009) revealed that formats for technologically-based mentoring in this synthesis fell into three general categories: (a) electronically-based professional development, modeling, and/or self-observation (using videotapes or CD-ROMs) coupled with access to a mentor, either in person, through teleconferencing, or a combination of these, (b) electronic mail (email) or similar communication systems, and (c) online discussion forums. Two studies described a project that initially used email communication and later added online threaded discussions (Babinski et al., 2001; DeWert et al., 2003). The current study may fall in one or more of these three categories to incorporate technologically-based coaching to tutors. Another study combined these approaches by providing a website and teaching tips that were delivered over email, along with an online discussion forum and an email link to communicate directly with a program trainer (Bishop et al., 2005).

A qualitative study by Knight et al revealed that the instructional coaching cycle is only one element of effective coaching programs. Knight et al also discovered that it is equally important for coaches to understand how to move through the components of an effective coaching cycle that leads to improvements in student learning (Knight et al, 2014). The current qualitative case study will focus on using tutoring coaching and session review frameworks as part of the tutor coaching process in six steps rather than three coaching steps. Veenman et al (2001) suggests that coaching and feedback can help stimulate self-reflection, self-analysis and aid self-direction. Based upon the review of the literature, there are a plethora of studies that focuses on coaching and mentoring for teachers and students, but there are no studies focusing on coaching and mentoring tutors.

Figure 1. Dr. Holland-Johnson's Tutoring Framework for Effective Tutoring Model



(Reprint with Permission from Dr. Holland-Johnson)

Tutoring Framework for Effective Tutoring Model

Dr. Holland-Johnson's Tutoring Framework for Effective Tutoring Model focuses on four different tutor characteristics that is present in a tutoring session to be deemed effective (Holland-Johnson, 2014). Below is a figure of the Dr. Holland-Johnson's Tutoring Framework for Effective Tutoring Model:

The first tutor characteristic is the *Tutor's Content Knowledge*. A tutor's content knowledge is the foundation of the tutoring session because he or she knows the direction of how the tutoring session needs to flow (Holland-Johnson, 2014). In this figure, it is at the bottom layer because it represents the foundation in which the tutoring pyramid needs to be strong. In other words, tutors need to have strong content knowledge to be able to help others learn and grow.

The second tutor characteristic is the *Tutor Archetype*. The tutor archetypes are various types of tutor styles in which tutors will need to determine so that they can help their learners. Dr. Holland-Johnson (2010) identifies and describes three types of tutors whom are homework tutors, instructional tutors, and strategic tutors (p. 74). These tutor types are associated with working with K-12 learners. Harootunian and Quinn (2008) identify and describe three tutor archetypes that work best with High School and Adult Learners. These three tutor archetypes are the following: (a) the pragmatist; (b) the architect; and (c) the surveyor (p. 15).

The third tutor characteristic is the *Tutor Pedagogy*. Once tutors have determined the type of tutor in which they need for their learners, it is time to focus on "how" they will tutor the learners. (Holland-Johnson, 2014). This is where instructional strategies and learning theories are important in planning tutoring sessions for learners. This step goes beyond looking at learning objectives, but really focusing on how to reach learners using best practices.

The fourth tutor characteristic is the *Tutor Skills*. At this point, tutors are ready to deliver the instruction to

learners (Holland-Johnson, 2014). It is the job of the tutor to engage learners and deliver instruction using all learning modalities to increase the chances of learners retaining the information. When learners retain the information, they are able to apply it to a new situation or current learning situation.

The last tutor characteristic is the *Tutor Assessment*. Once the tutor and learner have worked together on concepts, the tutor should provide assessments to measure the learner's mastery of skills. These assessments should not be comprehension questions only, but a variety of questions that will enable the learner to truly reflect their knowledge (Holland-Johnson, 2014). Tutors must implement an assessment plan that will capture immediate and future retention of the learners' knowledge. Tutors who have a strong content knowledge will be able to create or provide various types of assessments to meet the learners' needs and depict a true assessment of the learners' knowledge and skills.

Tutoring Lesson Framework

Dr. Holland-Johnson's Tutoring Lesson Framework focuses on the tutoring lesson components that is present in a tutoring lesson to be deemed effective (Holland-Johnson, 2014). A quality tutoring lesson should have learning objectives that are measureable and specific topics listed or communicated that will be covered in the specific tutoring session. Next, there should be questions readily available for tutors to use, along with sample responses to questions to help spark student engagement (Holland-Johnson, 2015). There should also be opportunities for learners to be able to make real-world connections.

Another major component of the tutoring lesson framework is lesson vocabulary. Lesson vocabulary can be shared before the actual tutoring lesson or while learners are learning the specific topics associated with the lesson vocabulary (Holland-Johnson, 2015). The next aspect of a tutoring lesson is to begin the direct instruction, followed by the guided instruction, and lastly the independent instruction. During each of these types of instructions, tutors should be able to ask clarifying and potent questions related to the topic(s) being covered in the tutoring session. Both sample responses to these questions are asking learners should be available as support to the tutor.

The last two components of the tutoring lesson are mini-assessment and lesson reflection. Tutors should administer a mini-assessment to ensure that the learner has grasped the concepts learned in the tutoring session. Before the session ends, the learner should have an opportunity reflect upon the lesson (Holland-Johnson, 2015).

Tutoring Session Review Framework

Dr. Holland-Johnson's Session Review Framework focuses on the seven components that are reviewed during an effective tutoring session. There are a set of questions included in this framework that should be answered while observing tutor behaviors and/or actions during either face-to-face or online tutoring sessions (Holland-Johnson, 2014). The first component, *Session Introduction*, describes how the tutor should carry out specific behaviors and/or actions during the session introduction to start a warm and inviting tutoring session, while the second component, *Pre-Session Engagement*, focuses on specific tutor behaviors and/or actions to help students warm up their mental energies and activate prior knowledge for the forthcoming tutoring session (Holland-Johnson, 2015).

The third component, *Tutoring Lesson Engagement*, describes how the tutor should carry out specific behaviors and/or actions during the actual tutoring lesson engagement, while the fourth component, *Session Closure*, focuses on the specific behaviors and/or

or actions that should occur during a session closure. The goal of an educationally sound session closure is to help both the tutor and the learner summarize the session's topics (Holland-Johnson, 2013, p.6).

The fifth component, *Post-Session Engagement*, describes how the tutor should carry out specific behaviors and/or actions during the post-session engagement to allow the learner to be reflective about his or her learning, while the sixth component, *Next Steps for the Learner*, focuses on the specific tutor behaviors and/or actions to help determine the next steps for the learners beyond the tutoring session (Holland-Johnson, 2015).

The last component, *Next Steps for the Tutor*, focuses on the specific tutor behaviors and/or actions to help determine the next steps for the tutor to do after he or she completes a tutoring session (Holland-Johnson, 2015).

Figure 3 Session Review Framework

Please rate the tutoring session according to the following criteria:

Session Introduction	
Statements Regarding Tutor Performance	Scale Score
1. The tutor arrived 5-10 minutes early to set up the virtual classroom and/or arrive on time to the face-to-face tutoring session.	
2. The tutor posted a welcome message or opened the face-to-face session with a warm welcome.	
TOTAL SCORE	
Pre-Session Engagement	
Statements Regarding Tutor Performance	Scale Score
1. The tutor had a warm-up problem or a series of questions to engage the learner.	
2. The tutor listed and communicated the learning objective for the scheduled tutoring session.	
TOTAL SCORE	
Tutoring Lesson Engagement	
Statements Regarding Tutor Performance	Scale Score
1. The tutor used higher level questioning according to Bloom's Taxonomy (Cite at least 4 examples).	
2. The tutor provided wait time for learners to answer the posed question.	
3. The tutor used visuals (i.e. PowerPoints, graphic organizers) to engage learners and enhance tutoring sessions.	
4. The tutor used the chat feature to engage learners and enhance tutoring sessions.	
5. The tutor allowed the learner to participate on the whiteboard and/or chat feature to engage the learner. (Cite at least 2 examples).	
6. The tutor used at least two instructional strategies to tutor the learner on the skill.	
7. The learner was actively engaged in the tutoring lesson (Cite at least 2 examples).	
TOTAL SCORE	

Session Closure	
Statements Regarding Tutor Performance	Scale Score
1. The tutor restated the learning objective slated for the scheduled tutoring session.	
2. The tutor communicated the post-session engagement activities.	
TOTAL SCORE	
Post-Session Engagement	
Statements Regarding Tutor Performance	Scale Score
1. The tutor asked the learner 2-3 questions regarding what they learned in the tutoring session.	
2. The tutor invited the learner to ask additional questions beyond the learner session reflection.	
TOTAL SCORE	
Next Steps for the Learner	
Statements Regarding Tutor Performance	Scale Score
1. The tutor provided the learner with their next session date and time.	
2. The tutor provided the next topics that will be covered in the next tutoring session.	
TOTAL SCORE	

Use this place to cite specific evidence of the tutor's performance and to provide additional comments.

Evidence Category	Specific Evidence(s)
Session Introduction	
Pre-Session Engagement	
Tutoring Lesson Engagement	
Guided Practice	
Independent Practice	
Session Closure	
Next Step(s) for the Learner	

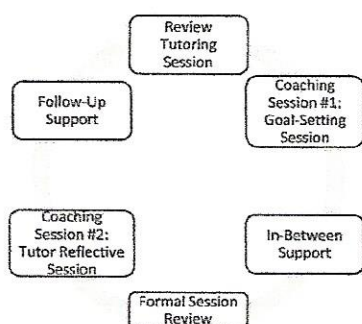
Suggestions for Improvement:

Additional Strengths:

Tutoring Coaching Framework

Dr. Holland-Johnson's Tutoring Coaching Framework focuses on the six steps that make up the components that are designed to promote professional practice that results in high levels of tutor performance, along with increased rich tutoring opportunities to help learners meet and exceed their academic goals. Each step consists of a set of questions that relate to coaching tutors that should be occurring during each tutor coaching conference for tutors who conduct tutoring sessions either face-to-face or online. In conjunction with the tutor coaching framework, the Dr. Holland-Johnson's Session Review framework is used to assess tutoring sessions (Holland-Johnson, 2014).

Figure 2 *Tutoring Coaching Framework*



(Reprint with Permission from Dr. Holland-Johnson)

The first step, *Review Tutoring Session*, is where the tutor coach will be conducting either a live observation or dropping into an online tutoring session (Holland-Johnson, 2015). Depending on the platform in which is being used, the tutor coach can access any online tutoring session that has been recorded, which will come in handy during tutor coaching conferences.

The second step, *Goal-Setting Coaching Session*, is where the observer and tutor conduct their first coaching session together (Holland-Johnson, 2015). In this session, tutors are in the beginning stages of setting both short and long term goals. In the third step, *In-Between Support*, is where the tutor coaches are able to provide support in a variety of ways such as in the virtual classroom, conference calls, and/or virtual or internet-based calls (Holland-Johnson, 2013, p. 36). After the third step, tutors will have their formal session review.

In the fourth step, *Formal Session Review*, the tutor coach will conduct the session review using the Dr. Holland-Johnson's Session Review framework. (Holland-Johnson, 2015). The formal session review will take place for either face-to-face or online tutoring sessions. The fifth step, *Tutor Reflective Coaching Sessions*, is where the tutor coach will use a set of questions during this type of coaching session (Holland-Johnson, 2013,

p. 37). These questions are designed for tutors to reflect upon their performance and get engaged in the coaching process.

The last step, *Follow-Up Support*, is where both the tutor coach and tutor follow up with each other. In order for the follow-up support to be deemed effective, it is important to include information about resources, discuss the professional growth plan, provide or suggest acceptable professional development activities, and provide strategies for outreach and engage tutors to make contact with the tutor coach (Holland-Johnson, 2013, p. 42).

Research methodology

Participants

This research took place at the tutor coaches' place of business in New York. Two tutors and one tutor coach elected to participate in the study. A convenience sampling strategy was applied, based primarily on those who were 'available and accessible'. However, only one tutor participated in the study for the entire duration of the research study.

Ethical approval was gained for the research via Integreview Institutional Review Board and anonymity was ensured by removal of references which could identify participants. All tutors and tutor coaches provided informed consent to participate in the study.

Design

The objective for the current qualitative case study was to examine participants' perceptions on the tutor coaching framework. The location of the study was at the tutor coaches' place of business. At the beginning of the study, tutor coaches were trained on how to implement the tutoring coaching framework with their tutors, while tutors were trained on how to use the session review framework to ensure that they were conducting effective tutoring sessions in separate 90-minute online training sessions. Tutors who elected to participate in the study kept a weekly reflection journal regarding their tutoring and tutor coaching experiences. After the six weeks, tutor coaches participated in 30-minute open-ended phone interviews related to the tutor coaching framework. All interviews were recorded and transcribed. Tutors completed an online questionnaire about the methods and strategies used to conduct effective tutoring sessions. Themes related to tutor coaching, session reviews, effective tutoring sessions, and general tutoring were extracted from the data: interview transcripts, online surveys, training surveys, and weekly journals. Results of the study may provide additional guidelines and recommendations for both tutor coaches and tutors.

The method for the current study is qualitative, and the design is an instrumental case study (Yin, 2013).

This particular qualitative research design is deemed appropriate because the focus of the study is known in advance and designed around established theory or methods. In this case, the tutoring coaching frameworks and session review frameworks have been field-tested with tutors and tutor coaches (Holland-Johnson, 2013).

According to Yin (2013) a case study design should be used when the study answers “how” and “why” questions. The current study will look at central research question, What are the tutor coaches and tutors’ experiences, beliefs, and perceptions regarding the tutor coaching and session review frameworks in a tutoring context? Additionally, there are three secondary questions to support the central research question, which includes, How do tutor coaches describe their experiences in using the session review framework to evaluate tutoring sessions? From the tutor’s perspective, how do the tutor coaching and session review frameworks improve their tutoring skills to conduct effective tutoring sessions? What methods and strategies might tutors use to effectively conduct tutoring sessions?

IMPLEMENTATION PROCEDURE

At the beginning of the study, tutor coaches were trained on how to implement the tutoring coaching framework with their tutors, while tutors were trained on how to use the session review framework to ensure that they were conducting effective tutoring sessions in separate 90-minute online training sessions. Tutors who elected to participate in the study kept a weekly reflection journal regarding their tutoring and tutor coaching experiences. Additionally, the tutor coach kept a weekly reflection journal for the duration of the study that captured tutoring and tutor coaching experiences. After the six weeks, tutor coaches participated in 30-minute open-ended phone interviews related to the tutor coaching framework. All interviews were recorded and transcribed. Tutors completed an online questionnaire about the methods and strategies used to conduct effective tutoring sessions.

MEASURES AND ANALYSIS

Thematic analysis was used as a basis for the data analysis. Themes related to tutor coaching, session reviews, effective tutoring sessions, and general tutoring were extracted from the data: interview transcripts, online surveys, monitoring notes, and weekly reflection journals. After finding each theme, both thematic coding and categorizing were used to capture the passages of text that were linked to themes so that the researchers could code them into both categories and sub-categories. All themes, categories, sub-categories, and codes were transposed into one document and the connection between them were evaluated.

Data Analysis and Findings

Initially, there were 27 themes, 18 categories, and 20 subcategories that emerged through data analysis. After further analysis and looking for any overlapping or similar themes, categories, and subcategories, the final coding were identified. The final emerging themes, codes, categories, and subcategories from each type of data collected have been discussed in the subsequent sections.

Emerging Themes and Codes from Tutor Coach’s Interview

After analyzing the themes, categories, and codes that emerged from the tutor coach’s interview after the period of six weeks, there were three themes that emerged. These themes are described as follows.

Themes
1. Session Review Framework provides an avenue of viewing and keeping track on what to look for in tutoring sessions.
2. Tutoring Coaching Framework influenced coaching with tutors.
3. In-Between Support to tutors as part of the tutoring coaching framework.

The interview demonstrated that both tutoring frameworks provided an avenue of viewing and keeping track on what to look for in tutoring sessions. Specifically, the tutor coach commented on the session review framework.

The tutor coach stated in the interview the following:

“Helps tutor coaches focus on what they are looking in a tutoring session”

“Prompt to ask questions afterwards”

“Focused Observations of tutor sessions”

“Reviewing a session before coaching”

Another theme identified during the interview was that the tutoring coaching framework influenced coaching with tutors.

The tutor coach stated in the interview the following:

“Tutoring Coaching Framework influenced coaching with tutors”

“Overall, positive experience”

“Things should be doing”

“Focused on Goal-Setting and assessment”

“Highlighted tutor strengths and weaknesses”

The last theme identified during the interview the tutor coach focused on the in-between support to tutors as part of the tutoring coaching framework.

The tutor coach stated in the interview the following:

"Tutors have difficulties with questions and need to be able to support them"

"Motivation strategies for clients and communicating with parents"

"Making sure that tutor coaches are available and flexible"

"Providing support for tutoring methods, instructional strategies, and tutoring discourse"

Emerging Themes and Codes from Tutor Monitoring Notes

After analyzing the themes, categories, and codes that emerged from the tutor's monitoring notes over the period of six weeks, there were three themes that emerged. These themes and codes are described as follows:

Themes
1. Connecting what students' have learned to real-life situations or examples are fundamental to student learning.
2. Frequency and duration of tutoring sessions are important.
3. Effective tutoring sessions require lesson preparation.

The monitoring notes that the tutor recorded for each session documented the learning objective(s), student's attitude, learner's progress, key milestones accomplished during the sessions, tutor observations and recommendations, and the tutor's rating of the tutoring session. The final coding for the data from the monitoring notes are as follows:

Codes
1. Helps students reinforce the information to go into long-term memory instead of short-term memory.
2. Interactive lesson plans help the students learn and focus more on what was being taught.
3. Mutual trust between tutor and student are developed or established.
4. As tutoring sessions progressed, Week 1 vs. Week 6, students seemed to have a lot more energy and focus.
5. They were more willing to fix their mistakes without being asked or not repetitive with their mistakes.
6. Working around the students' schedule and times that are convenient for them allows greater sense of independence.
7. Student motivation is also positive impacted.
8. More tutor prep allowed the tutor to put more time into detailed lesson plans for their students.
9. More practice problems and assessments are planned.
10. The students were able to apply what they learned into actual practice.

Emerging Themes and Codes from Tutor Online Questionnaire

After analyzing the themes, categories, and codes that emerged from the tutor's online questionnaire after conducting tutoring sessions over the period of six weeks, there were two themes that emerged. These themes and codes are described as follows.

Themes
1. Various instructional strategies are used in tutoring sessions.
2. Monitoring notes are used to increase student achievement in tutoring sessions.

The final coding for the data from the online tutor's online questionnaire are as follows:

Codes
1. Helps monitor student's progress.
2. Used to help students build on their levels of proficiency.
3. Used during lesson planning for individualized instruction.

Emerging Themes and Codes from Tutor's Weekly Reflection Journals

After analyzing the themes, categories, and codes that emerged from the tutor's weekly reflection journals over the period of six weeks, there were two themes that emerged. These themes and codes are described as follows.

Themes
1. Various needs identified to help conduct effective tutoring sessions.
2. Preparing for tutoring sessions is important.

After analyzing the themes, categories, and codes that emerged from the tutor's weekly reflection journals over the period of six weeks, there were several codes that emerged. These codes are described as follows.

Codes
1. More challenging additional resource for subjects tutored.
2. Use current materials effectively until students' grasp the concepts.
3. Organized planning of learning activities.
4. Provide effective worksheets to help students' progression from previous tutoring session.
5. Both frameworks support tutors in preparing and conducting tutoring sessions.
6. Strategies on how to focus on problem areas and tailor instruction.

Emerging Themes and Codes from Tutor Coach's Weekly Reflection Journals

After analyzing the themes, categories, and codes that emerged from the tutor coach's weekly reflection journals over the period of six weeks, there were two themes that emerged. These themes and codes are described as follows.

Themes
1. Evaluating tutor sessions with the session review framework identified various coaching needs.
2. Both the session review framework and tutoring coaching framework are part of coaching tutors.

After analyzing the themes, categories, and codes that emerged from the tutor coach's weekly reflection journals over the period of six weeks, there were several codes that emerged. These codes are described as follows.

Codes
1. Need to model better questioning and session flow.
2. Provide strategies to motivate students.
3. Discuss assessment strategies.
4. Develop pre-and post-assessments and ongoing assessments.
5. Provide opportunity for reflections.
6. Evaluated on average one to three sessions per week.
7. Helps both tutor and tutor coach be on the same page (i.e. tutoring expectations).
8. Provide clarity.
9. Future use to develop tutor skills in instruction, assessment, and overall professional development.
10. Provide guidance and structure to tutor session observations and evaluations.

Emerging Categories and Subcategories

After analyzing all data that was collected for the study, both categories and subcategories were synthesized. Therefore, there are seven categories and nine sub-categories that represent all data collected.

Categories	Sub-Categories
Tutoring Coaching Framework	In-Between Support
Session Review Framework	Evaluating Tutor Sessions
Tutor Coaches' Beliefs and Perceptions	Professional Development
Tutor Perceptions	Tutoring Needs
Effective Tutoring Sessions	Monitoring Notes
Professional Goal Setting	Student Motivation
Lesson Engagement	Lesson Planning for Sessions
Tutoring	Tutoring Methods
	Incentives and Rewards

Discussion and Conclusion

As far as we know, this is the first research study examining and testing an integrated framework for effective tutoring sessions from the perspectives and experiences of both tutor coaches and tutors. These research questions drove the following study: (1) What are the tutor coaches and tutors' experiences, beliefs, and perceptions regarding the tutoring coaching and session review frameworks in a tutoring context? (2) How do tutor coaches describe their experiences in using the session review framework to evaluate tutoring sessions? (3) From the tutor's perspective, how do the tutoring coaching and session review frameworks improve their tutoring skills to conduct effective tutoring sessions? (4) What methods and strategies might tutors use to effectively conduct tutoring sessions?

Key findings from the study answered the research questions as follows: (1) Both tutoring coaches and tutors had positive experiences with both the tutoring coaching framework and session review framework. Three themes about the frameworks indicated that the tutoring coaching framework influenced coaching with tutors and the session review framework provided an avenue of viewing and keeping track on what to look for in tutoring sessions. Another key finding addressed was (2) final codes from the tutors' perspective indicated that both frameworks support tutors in preparing and conducting tutoring sessions. The last key finding addressed the research question related to the methods and strategies used in tutoring sessions during the duration of the study. A myriad of instructional strategies and tutoring techniques were discovered. One interesting finding was how the tutor placed significant value on establishing mutual trust between the tutor and student during the engagement aspect that was evaluated using the session review framework. Since there is limited research conducted on tutoring frameworks, specifically, tutoring frameworks related to coaching tutors and using a session review framework for conducting effective tutoring sessions. Therefore, this is the significance of our

research to the tutoring industry. Literature reviewed has supported the findings of our study. McFarlane (2016) suggests that tutors lack training in tutoring and may lack clarity as to the purpose and boundaries of the role. A key theme—strategies to move forward—include sub-themes related to training, dialogue with colleagues, and other suggestion in her study on personal tutoring in higher education from a tutor's perspective. Tutors reported training and suggested that the trainings might include guidelines, specific mentoring, and peer observations (McFarlane, 2016, p. 84).

There were several limitations for this study. There was a lack of prior research studies on coaching tutoring framework and session review frameworks. Therefore, that was the purpose of using an instrumental case study design. Instructional case studies are deemed appropriate for this study because the frameworks are established theories or methods and have been field-tested (Yin, 2013). Another limitation was that the researcher had to establish a research team and project manager to conduct the research and engage with participants. As a result, the researcher kept a reflectional journal and completed separate data analyses and was later shared with the rest of the research team and with participants as a form of member-checking for both validity and reliability purposes. A third limitation was that there were three tutors who initially consented, but later withdrew from the study. As a result, the study consisted of a tutor coach and one tutor. Lastly, in week four of the research study, there were no tutoring sessions conducted due to a school break impacting the learners' tutoring schedule.

The findings and limitations of this study indicate a number of potential avenues for future research. It would be valuable to conduct a further study with a larger sample size, comparing the experiences and perceptions of both tutor coaches and tutors in a learning organization, including a K-12 and higher education setting using the tutoring framework in both virtual and face-to-face tutoring sessions.

The findings can be used to provide additional guidelines and recommendations for both tutor coaches and tutors. From a tutor coach's perspective, the tutoring coaching framework was deemed appropriate for providing a structure and specific guidelines on how to coach tutors. Additionally, the tutor coaches are able to use the session review framework to evaluate tutoring sessions and cite specific examples that would be captured to use in coaching sessions with tutors. Most importantly, this research focused on testing an integrated framework for effective tutoring sessions and the findings support that these frameworks are effective in both coaching tutors and evaluating tutoring sessions.

References

- Babinski, L.M., Jones, B.D., & DeWert, M.H. (2001). The roles of facilitators and peers in an online support community for first-year teachers. *Journal of Educational & Psychological Consultation*, 12(2), 151-169.
- Bishop, D.C., Giles, S.M., & Bryant, K.S. (2005). Teacher receptiveness toward web based training and support. *Teaching and Teacher Education*, 21(1), 3-14.
- DeWert, M.H., Babinski, L.M., & Jones, B.D. (2003). Safe passages: Providing online support to beginning teachers. *Journal of Teacher Education*, 54(4), 311-320.
- Gentry, L. B., Denton, C. A., & Kurz, T. (2008). Technologically-based mentoring provided to teachers: A synthesis of the literature. *Journal of Technology and Teacher Education*, 16(3), 339-373.
- Harootunian, J., & Quinn, R. (2008). Identifying and describing tutor archetypes: The pragmatist, the architect, and the surveyor. *The Clearing House*, 82(1), 15-19.
- Holland-Johnson, A. (2010). *Becoming a better tutor: A data-driven approach to tutoring*. (1st Edition). Bloomington, IN: iUniverse.
- Holland-Johnson, A. (2013). *Expanding your tutoring business: The blueprint for evaluating tutors and implementing professional development for your learning organization*. (Vol. 4) Round Rock, Texas: iGlobal Educational Services.
- Holland-Johnson, A. (2013). *Starting and Operating an Online Tutoring Business: The blueprint for running an online learning organization*. Round Rock, Texas: iGlobal Educational Services.
- Holland-Johnson, A. (2014). *Becoming a better tutor: A data-driven approach to tutoring*. (2nd Edition). Round Rock, Texas: iGlobal Educational Services.
- Holland-Johnson, A. (2015). *Dr. Holland-Johnson's Session Review Framework: Workbook Series*. Round Rock, Texas: iGlobal Educational Services.
- Holland-Johnson, A. (2015). *Dr. Holland-Johnson's Session Review Framework: Workbook Series*. Round Rock, Texas: iGlobal Educational Services.
- Knight, J., Elford, M., Hock, M., Dunekack, D., Bradley, B., Deshler, D. D., & Knight, D. (2015). 3 STEPS to GREAT COACHING. *Journal of Staff Development*, 36(1), 10-12,14,16,18,74.
- McFarlane, K. (2016). Tutoring the tutors: Supporting effective personal tutoring. *Active Learning in Higher Education*, 17(1), 77-88.
- Sandoval-Lucero, E., Maes, J. B., & Pappas, G. (2013). Action research in a non-profit agency school setting: Analyzing the adoption of an innovation after initial training and coaching. *Journal of Education and Learning*, 2(1), 262-277.
- Tami, C. A., & Gupta, A. (2006). Reading tutor checklist: A guide for supplemental reading support for volunteer tutors. *Preventing School Failure*, 50(4), 15-22.
- Veenman, S., Denessen, E., Gerrits, J. and Kenter, J. (2001). Evaluation of a coaching programme for cooperating teachers. *Educational Studies*, 27(3), 317-340.
- Yin, R.K. (2013). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.